

Video	Central or big idea	Think, work and apply like a geographer	Questions to explore	Key learning outcomes
<p>KS2 Geography. Exploring UK locations: Coasts and sustainable use of natural resources</p>	<p>Coasts are an important environment in the UK.</p>	<ul style="list-style-type: none"> <li>• Change</li> <li>• Sustainability</li> <li>• Future thinking</li> <li>• Environment</li> </ul>	<ul style="list-style-type: none"> <li>• What is a coast?</li> <li>• How are coastal areas used?</li> <li>• What are some key features of coastal areas?</li> <li>• What is your favourite thing about the coast?</li> <li>• What does it mean when we say that coasts are 'dynamic' areas?</li> <li>• Why might coastal areas need protection?</li> <li>• What are some of the different ways we can protect our coasts?</li> <li>• What kinds of jobs can you think of that people do in coastal areas?</li> <li>• What is renewable energy? How many different kinds do you know?</li> <li>• Why is it good to have renewable energy sources like wind farms?</li> <li>• What different opinions might people have about wind farms?</li> </ul>	<ul style="list-style-type: none"> <li>• To know what a coast is and that they are a significant feature of the UK.</li> <li>• To know that coastlines are diverse landscapes.</li> <li>• To know how to gather different viewpoints about an area of conflict.</li> <li>• To know that coastlines are dynamic environments.</li> <li>• To know that wind is a renewable energy source and there are fewer barriers to block wind at the coast.</li> </ul> <p><i>Suitable for teaching geography at KS2 in England, Wales and Northern Ireland, and 2nd level in Scotland.</i></p>
Key geographical vocabulary and definitions			Suggested learning opportunities	Ideas for going further and links
<p><b>Beach</b> – a piece of land separating a body of water, such as the sea, from inland areas. A beach is usually made of sand or pebbles.</p> <p><b>Coastal defences</b> – measures that are put in place to limit/stop the effects of erosion on the environment.</p> <p><b>Carbon dioxide</b> – Otherwise known as CO<sub>2</sub>. It's a greenhouse gas that's linked to global warming.</p> <p><b>Cliff</b> – a steep natural wall of rock.</p> <p><b>Deposition</b> – when a river or water source drops off any of the material, such as rocks and sand, that it has been carrying.</p>			<p><b>1. Coastal road trip</b></p> <p>Ask pupils to imagine they're going on a road trip around the UK that stops off at five different coastal resorts. Groups of younger children could gather information on one of the locations and older pupils might pick five coastal areas per group to study. What unique features does each one have? How are they similar? What physical processes can be found along the coast?</p>	<p>Explore the different ways that people enjoy the coast. Investigate how locals feel about tourists who visit the coast.</p> <p>Debate the pros and cons of living near to the coast and explain why you would like / not like to live near the coast?</p>

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<p><b>Dynamic environment</b> – an environment that is constantly changing or moving.</p> <p><b>Erosion</b> – the process of rock or soil being worn away by natural forces.</p> <p><b>Fossil fuels</b> – fossil fuels include oil, coal, and gas. They are formed over millions of years from the remains of plants and animals and when burned they can harm the environment.</p> <p><b>Greenhouse gas</b> – gas that traps escaping heat from the earth and rather than releasing it into space, keeps our planet warm and contributes to global warming.</p> <p><b>Groynes</b> – a type of coastal defence that stops sand being washed along and away from a beach.</p> <p><b>Renewable energy</b> – a source of energy that doesn't run out and is naturally replenished such as wind, solar, or tidal.</p> <p><b>Sand dunes</b> – a raised area or ridge of sand piled up by the wind.</p> <p><b>Tourism</b> – the business generated in an area by people travelling to come and sightsee and explore.</p> <p><b>Wind farm</b> – a group of wind turbines in one area used to generate energy.</p>	<p>What activities can you do at each destination? What sea defences do they have?</p> <ul style="list-style-type: none"> <li>• Draw pictures or gather images from online of each coastal area to show what each place looks like, what local people and/or tourists might do around the area of coastline.</li> <li>• Think about how you'd travel from one destination to the next. What are the distances between the places? How long would it take to drive or get public transport? How could you make the road trip as environmentally friendly as possible? Maybe even use a map or atlas to plot your journey, and make an itinerary of what you'd get up to at each destination.</li> </ul> <p><b>2. Build your own coastal area</b></p> <p>In small groups pupils use a sand tray with water, sand and loose parts to build their own coastal areas with different features.</p> <ul style="list-style-type: none"> <li>• Pupils can consider whether they want their coastline to have a beach area, rocks (perhaps with some erosion), maybe some wind turbines, or a café for tourists?</li> <li>• Encourage pupils to ask questions like 'What do I think is missing from my nearest coastal area?' or 'How could I make my coastal area accessible for all?' Once the coast is constructed perhaps a storm or hurricane might 'hit' the area and destroy elements of the coastline. How do pupils feel? What might the damage be? How could the coastal area be rebuilt or protected for the future?</li> </ul>	<p><a href="#">KS2 Geography: Rivers - the course of a river from source to mouth</a></p> <p><a href="#">KS2 Geography: A location in Europe - Rotterdam, Netherlands</a></p> <p><a href="#">KS2 Geography: A location in Europe - the island of Sylt, Germany</a></p>